

Rhode Island Early Learning Standards



RIDE Standards for Comprehensive Early Childhood Education Programs

Program-Level Curriculum

Description:

Program level curriculum is a written framework expressing the philosophy, goals and objectives of individual programs, and is used to guide teaching staff in implementing curriculum at the classroom level. In order to assure that programs have a curriculum framework and classroom-level curriculum appropriate to the needs of children, evidence-based published curriculum resources may be used in the development of a program level curriculum but should not be used in place of an individualized curriculum at the program and classroom level.

Indicators:

- I. The program has a written **philosophy statement** that guides the implementation of a quality curriculum.
- II. The program has a **written curriculum framework** that addresses all the developmental domains and learning goals and the components of a quality curriculum. The curriculum is written to guide practitioners in planning and implementing a classroom-level curriculum that supports children's growth and development.
- III. The program has a **system that supports** teaching staff to develop competencies needed to plan and implement the program's curriculum.

Rhode Island Early Learning Standards



Program Assessment Worksheets

I. Program Philosophy

Standard (7.1) The program has a written statement of philosophy (and a curriculum framework consistent with its philosophy) that addresses central aspects of child development and that reflects the community it serves.

Guiding Questions

- Does your program currently have a written philosophy statement pertaining to curriculum that is available to program staff, families and other interested people?
- Does the statement reference the RI Early Learning Standards?
- Does it reference the importance of the additional three quality components of curriculum: how children learn (process), the design of the environment (context), and the role of teachers (teaching and facilitating) to support children's learning?
- Does the statement reference approaches to teaching and learning that are unique to your program?
- Is the philosophy statement written in a way that is understandable and clear to staff and families?

Program strengths:

Ways that our program can be strengthened and improved:

Rhode Island Early Learning Standards



II. Written Curriculum Framework

Standard (7.1) The program has (a written statement of philosophy and) a curriculum framework consistent with its philosophy that addresses central aspects of child development and that reflects the community it serves.

Standard (7.2) The curriculum framework articulates that play experiences are the mechanism through which children attain developmentally appropriate goals in all developmental domains.

Standard (7.3) The curriculum framework guides teachers' intentional implementation of evidence-based practices that contribute to positive child outcomes and are consistent with the program's philosophy, goals and objectives.

Standard (7.4) The curriculum framework guides teachers in the development of a daily schedule that is predictable yet flexible and responsive to the individual needs of the children. The schedule provides time and support for transitions, includes both indoor and outdoor experiences, provides for large and small group and individual time, and is responsive to a child's need to rest or be active.

Standard (7.5) The curriculum framework guides teachers to incorporate content, concepts, and activities that foster and integrate the eight RI Early Learning Standards domains of learning: Approaches to Learning, Social and Emotional Development, Literacy, Language Development and Communication, Mathematics, Science, Creativity, and Physical Health and Development.

Standard (7.6) The curriculum framework reflects the program's understanding of how child learning develops and guides teachers in meeting the individual needs of children.

Standard (7.7) The curriculum framework describes the materials and equipment needed to support children's learning that:

- a. Reflect the lives of the children and families
- b. Reflect the diversity found in society, including gender, age, language and abilities
- c. Provide for children's safety while being appropriately challenging
- d. Encourage exploration, experimentation, and discovery
- e. Promote action and interaction
- f. Are organized to support independent use
- g. Are rotated to reflect changing curriculum and accommodate new interests and skill levels
- h. Are rich in variety
- i. Accommodate children's special needs

Rhode Island Early Learning Standards



Guiding Questions

- Does your program have a written curriculum framework that includes the domains and learning goals of the RI Early Learning Standards? (Content)
- As part of your written curriculum framework, is there a description of the important ways children learn including purposeful play, meaningful engagement and social interactions? (Process)
- Does your curriculum include a description of the varied teaching strategies and the kinds of interactions that are utilized to support each child's learning? (Teaching and Facilitating)
- Is there a description of the importance of designing and creating an environment that offers children the opportunities to explore, discover, and feel safe? (Context)
- Does the program have a system for gathering information from families that is then used to inform curriculum development?
- Is this curriculum framework available and used by all the practitioners throughout the program to guide the implementation of classroom curriculum?

Program strengths:

Ways that our program can be strengthened and improved:

Rhode Island Early Learning Standards



III . Staff Support

The program has a system that supports teaching staff in developing the competencies needed for planning and implementing quality curriculum at the classroom level.

Guiding Questions

- Has the program identified the specific competencies needed by teaching staff to plan and implement classroom-level curriculum? Are the competencies articulated in job descriptions, performance evaluations, and other key documents?
- Is there a program-wide process for determining staff's strengths and needs in the area of curriculum? Does the process include self-reflection and feedback from administrators, peers and families?
- Are staff encouraged to be self-directed learners by engaging in an ongoing self-assessment of their competencies related to implementing a quality curriculum aligned with Standards?
- Is there a written plan describing how the program supports the professional development of staff that is based on their strengths and needs both individually and as a group?
- Does the program's professional development plan utilize a variety of resources and strategies to support staff in acquiring needed competencies in the area of curriculum?

Program strengths:

Ways that our program can be strengthened and improved:

Rhode Island Early Learning Standards



Program Name: _____

Date _____

Program Quality Improvement Plan

RIDE Standards for Comprehensive Early Childhood Education Programs: CURRICULUM

GOAL:		
Strategies	Time Frame	Progress

GOAL:		
Strategies	Time Frame	Progress

Date we will evaluate progress and reassess goals: _____